

## WILL ENTER UPON ITS TWENTY-FIRST YEAR

Washington College of Law  
Begins Its Session Tues-  
day, September 29.

The college will begin its twenty-first year at the halls on New York avenue near Fourteenth street, on Tuesday, September 29, 7 p. m. A cordial invitation to attend is extended to the public as well as to the prospective and former students. The address will be made by Hon. Stanton J. Peelle, LL.D., chief justice of the United States Court of Claims, retired, president of the board of trustees of the college.

The history of this college is unusual. Three women, who in 1896 were refused admission to the white law schools of the National Capital on an equality with men, determined to have a college of equal opportunity. This college enrolled last year 138 students, of which number the percentage of men who availed themselves of the opportunities offered somewhat exceeded that of the women. The college was incorporated and has always been conducted by broad minded public spirited women and men to give women and men together a practical legal education. Financial profit to benefit any individuals is entirely foreign to the purposes, of both founders, trustees and faculty.

The hours of classes, rates of tuition and general methods of instruction are all carefully planned and regulated to meet the needs of those who must make the most of their opportunities while engaged in earning their own livelihood. Because of their legal knowledge many graduates received substantial promotions during the last year. It is the so-called night law schools of the District of Columbia that have prepared the leading lawyers at the local bar, and it is a matter of pride that the District bar compares favorably with the bar of other localities.

It is true that some legal associations are endeavoring to establish an aristocracy of the bar founded on academic degrees obtained at colleges with day sessions only, but the true lawyer must be the champion of a democracy which considers attainments and worth, not these artificial distinctions.

The courses of instruction combines the three approved methods of teaching law, by the text book, the lecture and the case system. Students have also the benefit of individual quizzing. Three years course successfully completed obtains for the student the degree LL.B., and one year postgraduate work the degree LL.M.

The faculty is made up of professional teachers and active practicing lawyers who are specially interested in the success of each student, the classes being maintained at a size of which makes personal interest possible.

The three years' course covers completely all subjects embraced in the bar examinations. The moot court holds regular sessions and is a thoroughly organized court, with a court of appeals, consisting of eminent members of the bar with wide practical experience.

The library consists of over 1,000 volumes, including complete reports of the United States Supreme Court and the highest court of the District of Columbia. The one-year course of post-graduate work has a wide range of elective work. In it is embraced the very modern subject of laws and legislation governing civil betterment and social welfare—corporation law, international law, history of the law, practice before the Patent Office, Interstate Commerce Commission, Federal Trade Commission, etc.

The board of trustees consist of Hon. Stanton J. Peelle, LL.D.; Hon. Josiah A. Van Orsdel, LL.D.; Chapin Brown, LL.M.; Emma M. Gillett, LL.M.; Ellen Spencer Mussey, LL.M.; Edwin C. Dutton, LL.M.; D. C. L.; Della Sheldon Jackson, LL.B.

Trustee endowment fund—George E. Fleming, LL.M., vice president and trust officer, Union Trust Company.

Financial secretary—George H. Macdonald.

And the members of the faculty are: Ellen Spencer Mussey, LL.M., honorary dean of the faculty, professor law of negotiable instruments, lecturer on laws governing civil and social service; Emma M. Gillett, LL.M., professor law of real property; Edwin C. Dutton, LL.M., D. C. L., professor criminal law and law of contracts; Paea Oberlin, LL.M., D. C. L., professor law of corporations and constitutional law, lecturer on laws governing railroads, etc.; Harry A. Hegarty, A. M., LL.B., professor common law and law real property and common law pleading; William Clark Taylor, LL.B., professor probate practice and testamentary law; Alfred D. Smith, LL.M., D. C. L., professor practice and procedure; George Amory Maddox, A. M., LL.M., professor law of personal property; George Kearney, A. M., LL.M., professor law of negotiable instruments, lecturer on legal bibliography and brief-making; Helen E. Jamison, LL.M., assistant professor common law pleading; Roscoe J. C. Dorsey, LL.M., M. Dip., D. C. L., lecturer on Roman law and history of English common law; Sophie Bishop, Kent, LL.M., M. P. L., in charge of preparation of theses; William L. Symons, LL.M., M. P. L., professor patent law and practice and law of trade-marks; Michael M. Doyle, A. B., LL.M., professor law of evidence, contracts and torts; Florence Etheridge, LL.M., professor law of sales; Emily A. Spilman, LL.M., professor law of domestic relations; Thomas Hansford Patterson, LL.B., professor law of torts, criminal practice and procedure, and evidence; G. Bowdoin Craighill, B. A., LL.B., professor common law pleading and practice; Katharine R. Pike, LL.M., lecturer on American administrative law; Kathryn Sellers, LL.M., lecturer on international law; James P. Schick, LL.B., professor of equity pleading and equity jurisprudence; Chapin B. Bauman, LL.B., assistant professor law of torts; William H. Delaney, LL.M., and Kate P. Johnson, LL.M., tutors; Gertrude E. Leonard, LL.M., secretary and registrar.

Moot Court, Court of Appeals—Chief Justice, Hon. Edward S. McCallmont; associate justices, Hon. William Henry Dennis and Hon. Chapin Brown. Trial Court—Judges, Alfred D. Smith, LL.M., D. C. L., and Thomas Hansford Patterson, LL.M.; clerk of court, Morton Q. Macdonald, LL.B.; assistant, William H. Delaney, LL.M.

Special Lecturer.  
Hon. Martin A. Knapp, LL.D. (United States circuit judge), lecturer on interstate commerce law; Hon. John Barnard, LL.D. (associate justice of the Supreme Court of the District of Columbia, retired), lecturer on legal ethics; Hon. Stanton J. Peelle, LL.D. (chief justice of the United States Court of Claims, retired), lecturer on partnership; Charles W. Needham, LL.D. (assistant counsel interstate commerce commission), lecturer on constitutional law, interstate and foreign commerce; Chapin Brown, LL.M., lecturer on law of libel and slander; C. C. Calhoun, M. Dip., lecturer on international law and constitutional law; Edward S. McCallmont, B. S. (referee in bankruptcy), lecturer on bankruptcy and procedure; Nanette B. Paul, LL.B., lecturer on elementary law; Marion Weston Cottle, LL.M. (of the New York bar), lecturer on domestic relations.

## Washington Preparatory School, Y.M.C.A., Broadens Scope—Faculty Increased

Mr. J. H. Patrick, A. B., University of Missouri, and graduate student George Washington University and University of Chicago, and Mr. C. Richard Weinberger, A. B., Washington and Lee, are welcomed to the educational circles of Washington as members of the faculty of the army and navy and college preparatory departments, respectively, of the Washington Preparatory School.

Mr. Patrick comes with a particularly strong educational experience. Graduating from the School of Education of the University of Missouri, where he prepared for teaching as a life work, he was retained as a teacher of civics and economics in the University High School. This post he filled with marked success, developing from his student body a number of able teachers. Mr. Patrick left this position for an important place in the Dallas, Texas, high schools, leaving there in turn for travel and study. During a year spent in Honolulu, Hawaii, Mr. Patrick was employed in educational and professional work in the Y. M. C. A. of that city.

Mr. Weinberger comes from Parkersburg, W. Va. He is an A. B. man from Washington and Lee University, where he specialized in history, German and political science, having served as assistant to Dr. Campbell, head of the department of political science. In the business world Mr. Weinberger has served as assistant specification manager of the Pneumatic Tire Department, Firestone Tire and Rubber Company, Akron, Ohio.

This increase in the day school faculty of the Washington Preparatory School has been necessitated by two conditions: First, the usual healthy growth which may be expected in any school standing for the best of training and aiming at the end of making all education, even the so-called "preparatory" education, relate to the student's life; second, the unusual demand for army and navy preparatory work which is making itself felt. With two men added to the day faculty the Washington Preparatory School is in readiness to meet this demand without crowding classes.

The department faculty consists of twenty-one expert men instructors of broad training and experience. Their bachelors, master's and doctor's degrees from such institutions as Columbia, Harvard, Brown, George Washington, Johns Hopkins, University of Illinois, Haverford, Washington and Lee, University of Missouri, Colegio del Rosario and other leading universities.

Many of the students, on entering the school, have had a part of their preparatory work; others have had no work beyond the grades; still others have had good private instruction in some or a subject, as German and French, and yet another class of students has pushed ahead one or two high school subjects, and has not yet completed one or two grade school subjects. These students are all arranged according to a very careful schedule whereby no time is lost in going over well-grounded work and whereby decided emphasis is put upon the subjects in which the students are behind. Through personal attention and individual instruction these students are aided in a short time to become "regular" in their courses. Then, by the small group plan and a continuation of individual instruction, the students are enabled to complete their entire preparatory work in much less time than the usual time allotted to such work.

In this connection might be mentioned the grade work, where boys,

particularly of the fifth, sixth, seventh and eighth grades, are given the advantage of this method of instruction. Last year sixty-five boys made up lost grades, saving the time of at least one-half year.

The Washington School of Accountancy and Business Administration offers evening instruction in accounting and law. There are sessions at 5 o'clock for both men and women, and later evening sessions for men only. Upon the constant demand of business for the trained man, coupled with the genuine desire of many serious-minded men employed by day to make themselves so well trained that their services will be sought, rests the foundation of this school, in which the Pace course in accountancy and business administration is taught. That the need is felt in Washington is evidenced by the fact that 225 men and women were last year students in this department.

The work in accounting comprises the theory of accounts, practical accounting, and auditing. It begins with a scientific, but brief and complete presentation of the principles of double-entry bookkeeping, and covers partnership and corporation records, public service corporations, cost accounting, investigative auditing, etc.

The work in law comprises a complete course in statutory law, only criminal law and procedure being omitted. Among the matters taken up are principles of the law, law of contracts, agency, partnership, corporations, negotiable instruments and bailments.

The work in applied economics embraces wealth, capital, trade development, business organization, banking, finance, principles of depreciation, distribution, etc.

The Washington Commercial School is, as its name indicates, a school consisting of bookkeeping and stenographic departments. Besides the chief instruction in bookkeeping, where the "actual business" plan is followed, the course includes practical training in business English and arithmetic, penmanship, spelling and commercial law.

The stenographic courses include not only shorthand and dictation, but also business English, spelling and typewriting. Gregg shorthand is taught and the touch system of typewriting is taught exclusively.

The department of special courses includes architectural, mechanical, and engineering drafting courses, public speaking, business men's English (forty-two men in this class last year), memory training, etc.

## GONZAGA COLLEGE HIGH SCHOOL

Has retained Classical course all these years as best preparation and guarantee for Business and Technical as well as Professional success.

Gonzaga College and High School is located on I street northwest, above North Capitol street. The entrance for students is at 31 I street northwest. Transportation facilities make Gonzaga readily accessible from any part of Washington.

Its purpose is to promote the intellectual, moral and physical development of those who are entrusted to its care. The school endeavors to

give personal attention to each pupil, studying his individuality so that he may receive that particular direction which will best help his advancement.

The high school course of studies embraces the subjects prescribed for the college entrance diploma in arts. It includes four years of Latin, three years of Greek, two years of a third foreign language (French, German or Spanish), four years of English, elementary and intermediate algebra, plane and solid geometry, elementary science, elocution and debate. Christian doctrine and military science are also prescribed.

That the aim of the school has met with success during the past ninety-six years is evidenced by the large number of its students who have won prominence in the community as bishops and priests, as public officials and as business men.

Reasons for the success of the classical course:

The study of the classics provides the foundation for a development of the spiritual and intellectual self which, although it becomes fully manifest only in mature years, has great value all along life's way. But incidentally this study, if carried far enough, has also a "practical" value (even as the word "practical" is commonly applied nowadays), for it ultimately gives to the average man a greater earning capacity. The proof of this statement is simple. The study of the classics with an inspiring vocation of the boy and the future man, develops his reasoning powers and makes him exact in his thinking and enlarges his English vocabulary, his store of ideas and his general information, with the help of which he can, without effort, understand and appreciate countless things in everyday life, in literature, art, science, law, religion, architecture, art, science, law, and medicine in the modern languages (particularly the Romance languages), and in the influence of Rome on modern life, society and politics, which would otherwise have little or no meaning for him; in short, the study of the classics puts him in touch with the world so that he can converse intelligently on many topics,

whereby he becomes more interesting and so more influential among men. The practical result is that he will command a better position and attract more business in the trade or profession which he is following and so add to his material income. To the majority of men, therefore (not all, for some fail or succeed in any case), the proper study of the classics is from a pecuniary point of view a good investment.

The men trained by the study of the classics may be clerks, but they will be something more—salesmen, but something more—politicians, but something more—statesmen, too—merchants, but also cultivated gentlemen. This "something more" is often the determining factor in success, in a way few young men pause to consider.

Put briefly, the surplus element, that inestimable asset which makes for business success, is this: besides earning his pay, the wage-earner should be a man of personality, a man of personality plus ideas, which he can express clearly, elegantly, accurately, logically, forcibly, persuasively—a man who to personality adds knowledge of human life and achievement as it is and as it was in the past, and knowledge of the big master-ideas which for 2,500 years have made men and nations great. Besides, he should have a mind broad, supple, adjustable, both to analyze and to construct; capable of detaching itself from the concrete, visible present, and of imagining and visualizing the things unseen; trained to operate methodically, according to law, reliably, accurately, though not with the deadly monotony of a machine. The man who would grow naturally from a lower position to a higher must have a growing mind with roots deep set in a rich soil, not a crude superficial mind, stunted and undeveloped, like a Japanese dwarf tree. Now and then one hears "reasons" like the following advanced by unthinking persons to show why the classics should not be studied:

"The classics are too hard." This is one of the best arguments in its favor. It is unfortunate that the tendency today in many schools is to advocate by preference studies that are easy and palatable. To be a good athlete a boy must be willing to do hard training; to be strong mentally he must apply himself diligently to hard studies and must avoid short cuts.

## SAINT ALBAN'S The National Cathedral School FOR BOYS

REOPENS OCTOBER 4, 1916.

THE BISHOP OF WASHINGTON, President of the Board of Trustees.

For catalog and other information address

WILLIAM H. CHURCH,

Headmaster.

## GEORGE WASHINGTON UNIVERSITY LAW SCHOOL

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52d YEAR.

SEPTEMBER 27, 4:50 P. M.

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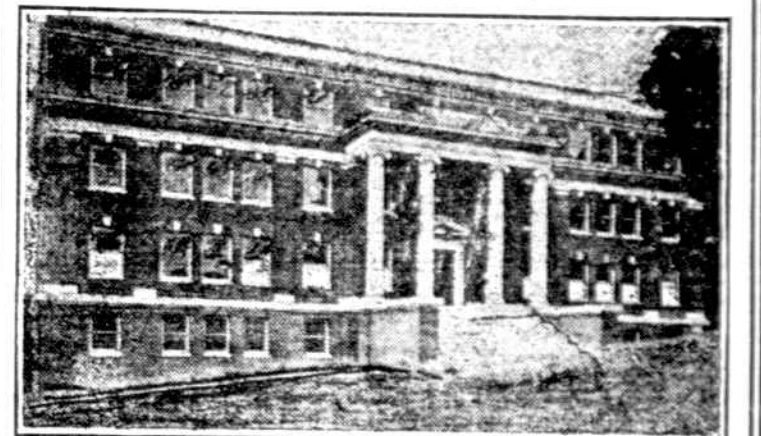
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## HOWARD UNIVERSITY

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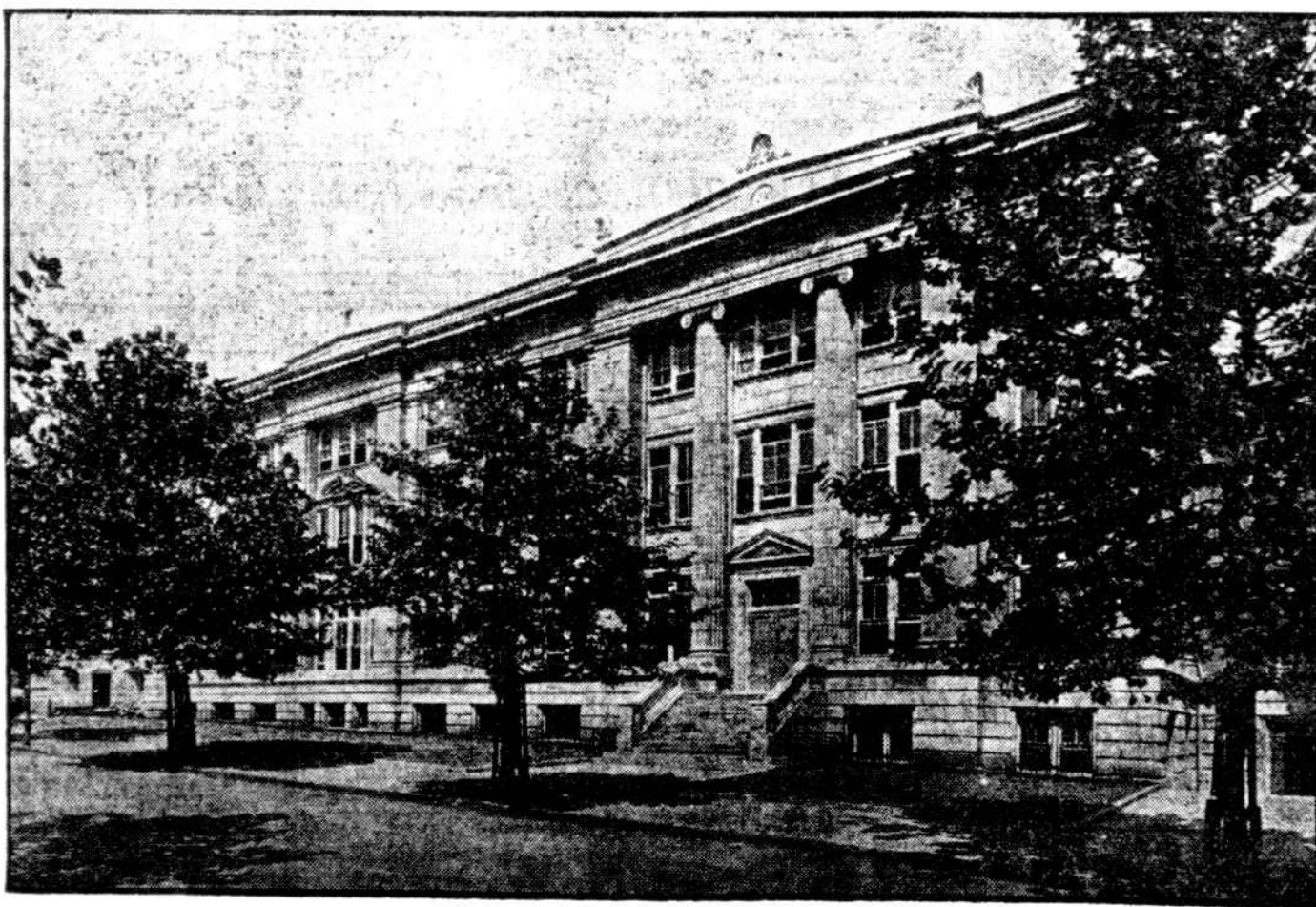
THE SCHOOL OF MEDICINE—MEDICAL, PHARMACEUTICAL, AND DENTAL COLLEGES. THE SCHOOL OF LAW.

ACADEMIC DEPARTMENTS OPEN WEDNESDAY, SEPTEMBER 20.

PROFESSIONAL, OCTOBER 2.

## The New Gonzaga College

I (Eye) Street Between North Capitol and First Streets N. W.



## Begins Its 96th Year Monday, Oct. 2

A School That Not Only Trains Minds, But Builds Character

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Phone Lincoln 711.

REV. PAUL R. CONNIFF, S. J., President.